

In The Context of Value Criteria, Special Education Class Students' Opinion and Attitude about Physically Handicapped People*

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Abstract

The aim of this study is to determine the opinion and attitude of students, who study in special education class, have special needs about physically handicapped people in the context of value criteria. This research has been carried out with three students who have continued their education in special education class have joined the integration practices of Eskişehir Ziya Gökalp Primary School. The male students who have been diagnosed with mild intellectual disability participated in the survey and the female student who has been diagnosed with down syndrome participated in the survey. The cultural analysis design of the qualitative research models is used for designing of the research method. The data of research have been collected using the semi-structured interview and non-structured observation techniques of qualitative data gathering techniques. The descriptive analysis technique is used to analysing of interview data and the obtained results are digitized. The frequency calculating is made to analysing of interview data. The obtained results are defined and interpreted with using the interview and observation techniques.

Key Words

Values, Physically Handicapped Student, Student in Special Needs, Instructional Program.

When the definitions which are in the literature about concept of value are examined, it is able to defined that the values are criteria as determining the ideas, attitudes, behaviours of people and they can be acceptable true of false criteria (Çağlar, 2005; Güngör, 1993; Mehmedoğlu, 2006; Özen, 2008; Turan & Aktan, 2008). After the studies are analysed about education in literature, it is indicated that criteria which are determined the

thoughts, attitudes, and behaviours of teacher and students centred on 'responsibility, equality, justice, freedom, tolerance, consideration, motivation, confidence, loyalty, autonomy, ambition, trueness, courage, self-confidence, helpful, honesty, love, obedience and success.

One of the main aims of making study about values is to determining the people's tend to value and bring out the interaction about attitude, behaviour, social experience and roles of these tendencies (Mehmedoğlu, 2006). The current study focuses on determining the value criterion of special needs people and bringing at the interaction about their attitude, behaviour, social experience and roles of these tendencies, and for this reason, some answers which will be given about who special needs people are and what kind of education must be given to them.

In result of the research which is made by Prime Ministry Administration for disabled people; it is seen that 12.29% of Turkey's population are special needs people (Başbakanlık, 2003). Turkey has so much special needs people, so that education

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of these people is given with special education for handicapped people. The special education for handicapped people is defined as a education which is continued as depending efficiency in their academic discipline with educated staff for their education and needs, education programmes and methods depending on their qualifications on whole development issue (Milli Eğitim Bakanlığı [MEB], 2006). For handicapped students can be given the best education; can be taken measures in students early age for them, they should be able to make use of low restricted areas and it must be good their parents on attending the education (Güven, 2009). The low areas are most suitable areas for special needs people. It is known that one of the low restricted is integration application areas.

The schools which are establishment building on values can be seen as teaching and living areas, and have been possessed outcomes of the cognition, psychomotor and affective in unity (Erçetin, 2000; Özen, 2008; Turan & Aktan, 2008). The education of special needs students has been continued in special education schools, in special education classes in the public schools and in ordinary classes in the public schools in that establishment (Batu, 2000).

It can be seen that concerning the training of values are given place to study too much and too different in literature. In current study has less of them. Some of them are made to determining of teachers' suggestions, examination or analyse of tendency and assessment it (Altunbaş, 2009; Balcı & Yanpar Yelken, 2010; Çavdar, 2009; Güney, 2010; Özen, 2008; Özkan, 2009; Taştan, 2008); other part of it has tried to measuring of teacher candidates' attitudes (Dilmaç, Bozgeyikli, & Çıkılı, 2008; Yazıcı, 2011). The other group of studies has aimed to determining the social values perception of both teacher and student in school life (Turan & Aktan, 2008; Yıldırım, Demir, & Kaya, 2011); so the other one has an aim to determine the primary students' attitudes in context of value education (Tahiroğlu, Yıldırım, & Çetin, 2010). The different study has also been tried to determining thoughts of two classes, which are included or excluded the integration applications, about special needs people in context of value perception for primary students (Güven & Yıldırım, 2011). Generally, it has been tried to briefly indicate the studies which has made about values education. When the researches has been analysing in literature, it is observed that there is not any study about value perception of primary special education student, so that it has been needed a study like that in this area. For that reason, in primary schools, every criteria determining of special education students' thoughts,

attitudes, behaviours should be analysed for determining the establishment value in context of value education. This study has analysed with the male students who has diagnosed mild intellectual disability and the female student who has diagnosed down syndrome in context of value education with tend to value perception to physically handicapped people, and these special needs students has continued their education in special education class.

Aim

The aim of the current study is to determine the thoughts and attitudes about physically handicapped people of three special needs student who has continued their education in special education class have been diagnosed with mild intellectual disability and down syndrome in context of value criteria.

Method

The current analysis design of the qualitative research models is used for designing of the research methods. The cultural analysis is a method using to description how a person's or a group's value or beliefs can be influenced the behaviours.

Working Group

The current study is carried out with three special needs student who have different pedagogic and medical diagnosis in 2010-2011 academic year.

Data Collection Tool and Data Collection

The data of research have been collected using the semi-structured interview and non-structured observation techniques. The semi-structured interview has been done with students for determine their opinion about the research.

The interviews have been done with students in the same time and in place which has been decided together. The five-question interview form has been prepared as data collection tool by researchers. The interview form has been re-corrected after the suggestions of four experts who are asked for advice about the questions in the form. The whole interview questions have been evaluated in research. One of the researchers has observed about attitudes of physically handicapped people in context of value education in the special education class which is made the research. The main aim of this study's

tendency to physically handicapped people is that special needs students are related to physically handicapped schoolmates so much in break times. The researchers have observed that special needs students have tried to communication with physically handicapped schoolmates in break times. For that reason, both of two researchers have decided to make this study in context of value education.

During the research process, selected short stories of Vuran and Başal's (2005a, 2005b) books which Öykü Demeti 1 and Öykü Demeti 2 have not been approved for students because of their level by expert who has education on children literature. Later than, it has been decided to writing the story by the researchers. The short stories which have been written are inspired by Öykü Demeti 1 and Öykü Demeti 2. The stories have been sent to an expert who has education on children literature, an academician and a lecturer who is working on child development. The stories have been prepared with final advices of experts.

The Process of Data Collection

It has been decided to videotape recording on data collection for observing the data examine in detailed, to completely observing of students' behaviours on both visual communication and nonverbal communication and provided to validity and reliability of data.

The researcher has prepared the records which have been recorded by digital camera to watchable on computer in same day after the recorded. Later than, the researcher has backed up the records on DVD. The researcher has watched the records which have been recorded several times. Every record has been described when it has been watching.

One of the researchers has recorded his own with Sony brand portable camera. In this way, the researcher can be recorded students on the move. It has been decided to watching the records again to research question after meeting of two domain experts. The records have been watched by the researchers. It has been decided that it should be watched by another person. In this process, it has been aimed to develop the record and answering the research questions. For that reason, two domain experts have been met and the researchers have watched the records again.

Data Analysis and Interpretation

The descriptive analysis technique has been used to analyse of interview data and obtained data have

been digitized. The frequency calculating is made for the analysis of observation data. The obtained finding is identified and interpreted with techniques of interview and observation. After interviews have been completed, obtained voice-recordings are taken print out. After the print out which is taken, it has been prepared to descriptive analysis of data which has been collected to categorize the questions and the answers which are replied for every question which has been recorded in index.

In this study, first of all, the researchers write the semi-structured interview data from voice files, and record them on forms of interview. The researchers read the all data and determine the theme of questions. The obtained theme has been turned into 'Interview Coding Key'. Later than, the researchers and an expert in his field code the theme which has context of answers in interview coding key independently reading the data form in context of research. After the coding key is filled for every person who has been met it compares to its consistency.

It has been done a thematic frame considering the frame of literature and contextual based on obtained data for analysing the descriptive analysis of data in first. The five experts who are field in qualitative research information has been asked about the obtained thematic frame to data reliability. The ticks of researchers and experts are compared with each other, they have digitized as 82% of research reliability using the (Miles & Huberman, 1994) agreement $(\text{difference of opinion} + \text{agreement}) * 100$ formula. This percentage has passed 80%, for this reason, this research has reliability. The obtained data has been supported directly taking from row data which is obtained results of meetings and the findings are obtained.

Results

One of the questions is 'According to you, what happened to Taktak Stork after this story?' and the students give the answers of 'helpful, open-minded, self-confidence, thoughtful' in context of value perception. Observing teacher indicates the students' behaviours of 'creativity, time-turing.' The first question of other story is 'According to you, what happened to Tonton Bear after this story?' and the answers are given such as 'creativity, helpful open-minded, self-confidence, thoughtful, open to experience'.

In observations, the records which are kept such as answering without influenced each other. The answers of 'tolerance, self-esteem, respect' are the

most giving answers to the question of 'According to you, what is the biggest qualification of Taktak Stork separating from the other storks?'. 'The expressions of love, thoughtful, sadness' are observed by teacher. The answers which are given 'tolerance, self-esteem and respect' to the question of 'According to you, what is the biggest qualification of Tonton Bear separating from the other bears?' in teacher's observation notebook, there are several expressions like 'students give answers constructively about the question in context of open-minded and differences'. The questions of 'How does Taktak Stork feel herself?' and 'How does Tonton Bear feel himself?' are given the clearest answer is 'empathy'. It is emphasized the expression of 'only two male students have joined this activity' in observation.

'The social responsibility and awareness' are answers in context of value to question of 'According to you, have humans like these differences?' the other obtained finding is that students are aware of context of physically handicapped and how you should behaviour to a handicapped people.

The students are able to establish 'empathy' answering the question of 'If you were Taktak Stork or Tonton Bear, how do you feel about it?'. It is also indicated in observation that 'student are able to establish empathy in class activities.'

'Respect and time-turing' are given answers to question of 'According to you, what should be the headline of this story?' The teacher has taken a note as 'the abilities of students which are listening and time-turing are develop during the conversation.'

Interpretation and Result

When the researches has been examined in literature about values, it is observed that there is not any study to examining on primary special education class students' value perception, and it can be said that this study is going to be a pioneering study in this field. The values have differences from society to society, from school to school and from person to person. The special needs students have also that differences. The answers of special needs students, who have different diagnosis, show differences from each other as similarities each other. In study which is done, by Yazıcı (2011), with teacher candidates is obtained the result that university and father's educational status cause the differences on democratic values perception. The students, who are called ordinary can also impressed by these variants about values perception, it should be reacted normally that the answers of the special needs people have

differences in this study.

This study shows us that when the students are talking about their opinions and suggestions on different situations establishing empathy, they can show their problem solving ability. It has been determined and certified that the special needs student can empathized with putting in themselves into physically handicapped character in the story, in asking questions about stories, by observations, negotiations, and students' notes which are taken by teacher. These findings have parallels with the research which is done by Rehber (2007). Rehber determines that students who can establish empathy and have tendency to establish empathy, have ability to behaviours of problem solving much. Dereli and Alpay (2011) emphasize the importance of giving character qualifications such as affective and cognitive about values to students, who are called ordinary. It can be said that they have ability to establish empathy and problem solving as their equals. These findings are the most important finding of this research.

The special-needs students determine that it always should be shown helpful and respectful to physically handicapped people, although the examples of special needs people have differences to physically handicapped people. This finding which is done with students who have normally development in same school by Yıldırım et al. (2011), have parallels with results of research which is done with primary school students by Güven and Yıldırım (2011).

In findings which has been obtained from meetings with students; Yıldırım et al. (2011) determine that one of the criteria is respect determining of students' thoughts, behaviours, attitudes, desirable can be accepted true or benefit; and they confirm that the students prefer helping each other to rivalry each other. Although the students who have normal development, generally have such these value perceptions and special needs student have more tendency to helpful, in that reason, it is shown that they have positive perception of human values.

The story completing technique is used in this study. It is shown that during the education, this technique has influence results on expressing of students about values of the story. In the study which has done by Özdemir, Şahan, Nergis, and Akıncı (2011), it is observed to give more perceptibly the wished value watching cartoon. This researches show us that the teaching methods which are supported imagines, have influence on value expressing or teaching. It is shown clearly with their answers that the special needs student can generalize in positively the events

which are dramatized in stories, intends to physically handicapped people and their own life, during the meeting, they can produce creative and original opinions expressing their opinions and opposing view answering the questions, they show respectful and helpful and time-turing in conversation depending on observations and meetings. Additionally, it is shown that this study can take part in not only educational programme of students who are called ordinary but also educational programme of special needs people.

The results, which are obtained aiming of determine what attitudes and opinions of the primary special needs students who include the integration applications continue their education in special education class of tend to physically handicapped people in context of value perception using the story completing technique, are indicated below that;

- The special needs people generally show a positive attitudes for physically handicapped people completing the story.
- The special needs students complete constructively and positively the story for benefits of physically handicapped people.
- The special needs students have extremely respectful and helpful for physically handicapped people.
- It is obtained that special need students can establish empathy putting themselves into physically handicapped character in the story.

Proposals

Teachers can do things below about social acknowledgment of special needs students;

- Teachers can prepare the applied activities for understanding of special needs students.
- Teachers are able to increase students' sensitivity about social responsibility, helping to special needs students, establishing empathy, wanting from them to write stories and read the stories in class.
- It can be developed the projects which are done observing about the special needs students who continue their education in their school.

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EKLER**Ek 1.***Gözlem Formu Tablosu*

Gözlem maddeleri	1. Gözlemci	2. Gözlemci	Gözlemciler Arası Güvenirlilik %
İtaat			
Otonomi			
Düzenlilik			
Kendine Güven			
Düşüncelilik			
Hırslılık			
Adil Olma			
Sosyal Eşitlik			
Bağlayıcı olma			
Denemeye Açıklık			
Demokratiklik			
Tedbirlilik			
Sevgi			
Saygı			
Hoşgörü			
Okul Kurallarına Uyma			
Doğruluk			
Özsaygı			
Empati			
Farkındalık			
Sosyal Sorumluluk			
Yardımseverlik			
Eşitlik			
Nezaket			
Sıra Alma			
Girişim			
Açıklık			
İtaat			
İş birliği			
Uyum Sağlama			
Girişim			
Nezaket			
Gelişme			
Yaratıcılık			
Açık Görüşlülük			
Formallik			

Not: Bu gözlem formu Güney (2010); Taştan (2008); Turan ve Aktan'dan (2008) derlenmiştir.